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ABSTRACT

The pamphlet outlines the regulations governing institutions offering an Advanced Professional Certificate for teachers in the state of Maryland. (JD)

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PROCEDURES AND STANDARDS

FOR

MARYLAND STATE DEPARTMENT OF EDUCATION

EVALUATION OF

PLANNED PROGRAMS OF INSERVICE EXPERIENCES

DEVELOPED AND IMPLEMENTED BY LOCAL EDUCATION AGENCIES

LEADING TO THE

ADVANCED PROFESSIONAL CERTIFICATE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF CERTIFICATION AND ACCREDITATION

MAY 1976

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INTRODUCTION

On July 24, 1974, the Maryland State Board of Education passed a bylaw which provided that teachers may obtain an Advanced Professional Certificate (APC) by completing a planned program of thirty (30) semester hours of workshop credit. Specifically, the regulation states:

> An Advanced Professional Certificate shall be issued to a teacher who has completed three years of successful teaching experience and meets the requirements for a standard professional certificate and... has completed a planned program of at least 30 semester hours of inservice education developed and implemented by the local school unit and approved by the State Superintendent of Schools.

The intent of this bylaw was to make it possible for school systems to plan coordinated inservice experiences for teachers which would not be an eclectic collection of courses but would be a planned sequence designed by the school system to improve the teacher's competence in his/her professional assignment. It was further intended that the successful completion of such approved programs would result in the teacher having satisfied the course requirements for the APC.

This document establishes the procedures and criteria by which such programs will be evaluated and approved.

PROCEDURES FOR STATE EVALUATION OF PLANNED PROGRAMS OF INSERVICE EXPERIENCES LEADING TO THE COMPLETION OF COURSE REQUIREMENTS FOR ADVANCED PROFESSIONAL CERTIFICATE (APC)

A. PROGRAM EVALUATION

1. Where a local education agency (LEA) has designed a planned program of inservice experiences leading to the Advanced Professional Certificate (APC), the local superintendent of schools will notify in writing the Assistant State Superintendent, Division of Certification and Accreditation, Maryland State Department of Education (MSDE), concerning the LEA's desire to have a program evaluated by an on-site visit by a professional team.
2. Programs approved under these provisions will obtain a five year approval for the specific program evaluated.
3. Where the LEA wishes to change a program which has been approved before the expiration of the five year period, the LEA must obtain the approval of the State Superintendent of Schools.
4. The intention of these procedures is to assist LEA's in producing inservice programs of such quality that they can be approved. Toward that end, the Consultants in Teacher Education, in the Division of Certification and Accreditation, MSDE, will assist school systems in the development, implementation, and evaluation of such programs.

PROCEDURES FOR LOCAL EDUCATION AGENCIES PREPARING FOR VISITATION

1. The LEA must submit a written report, responding to the criteria in this document, to the Division of Certification and Accreditation, MSDE. The report should carefully describe the philosophical base of the program and identify specific procedures designed to achieve the objectives of the program. Since these programs will be designed "with specific reference to the professional improvement of public school personnel," each program should identify the specific skills or competencies of teachers which the program has been designed to improve.
2. The LEA may supply previously prepared documents to illustrate or explain selected aspects of its program(s). These may be supplemented with a seminar-type discussion with the visiting team. A Consultant in Teacher Education will confer with the LEA's director of inservice programs concerning preparation of the written report and the prepared materials.
3. Workshops in the program should have received prior approval under the MSDE procedures for individual workshops.
4. At least three weeks before the evaluation visit, the LEA will supply the MSDE copies of the report which will be forwarded to team members.

5. The LEA will cooperate with the Visiting Professional Team during its visit by:
   a. providing appropriate facilities for work space and conference activities
   b. acquainting staff with members of the Team
   c. supplying the Team with information about facilities and the program(s) of inservice teacher education
   d. arranging for interviews by the Team with individuals who have completed certain portions of the program
   e. arranging for members of the Team to interview members of the staff
   f. aiding in the planning of meetings, schedules, and activities of the team

C. VISITING PROFESSIONAL TEAM

1. The MSDE staff in teacher education will confer with appropriate personnel in the LEA and the MSDE concerning team members and the date of the visit. Both the LEA and the MSDE must agree on these matters.
2. Visiting teams will contain professionals with the expertise to examine the program(s). Teams may contain professional educators from Maryland institutions of higher education, both private and public schools, the Maryland State Department of Education, and from other states.

3. The Professional Team will visit the LEA for a period of two or three days and will study the program(s) to be examined.
4. The expense budget for the Team will be determined in advance. Under ordinary circumstances, The Maryland State Department of Education will supply services of consultants and staff members.

D. PROCEDURES FOR VISITING PROFESSIONAL TEAM

The Team will meet at the time and place approved by the LEA and the MSDE, and:

1. Participate in an orientation meeting to be conducted by the Consultant in Teacher Education, MSDE.
2. Discuss and analyze the report presented by the LEA.
3. Identify the areas in which additional information may be needed.
4. Outline procedures for surveying the LEA's program(s).
5. Decide the responsibility of each team member in surveying the program(s) and reporting the findings.
6. Submit the Team's plan of action to the person(s) assigned by the LEA to work with the Team.
7. Plan with the LEA regarding opportunities to observe classes when appropriate, interview students

and staff in the program, have work sessions with the staff, and review findings of the Team with the staff.

8. Implement the plan of action through the cooperative efforts of the LEA and Team membership by studying the existing program(s) to gain evidence of support for conclusions about the strengths and weaknesses of the program(s) to be included in the Team's report.
9. Prepare a written Team report under the direction of the Consultant in Teacher Education who will be responsible for its completion after review by members of the Team.
10. Conduct an exit interview to share with appropriate school system personnel some preliminary information growing out of the visit.
11. Send the completed final report, with recommendations, to the Assistant State Superintendent in Certification and Accreditation, Maryland State Department of Education.

E. PROCEDURES FROM VISITATION TO DECISION

1. The designated Teacher Education Consultant in the Division of Certification and Accreditation will assemble and edit the various reports from Team members.

2. A copy of the Visiting Professional Team report will be sent to the office of the local superintendent of schools in which the program(s) were examined. This will provide the LEA an opportunity to react to the report.
3. The Consultant in Teacher Education, MSDE, will analyze and interpret the report and the response of the LEA, and will share these interpretations with the teacher education staff of MSDE.
4. After consultation with the teacher education staff, recommendations will be made to the Assistant State Superintendent in Certification and Accreditation who will make his recommendations to the Maryland State Superintendent of Schools.
5. The State Superintendent of Schools will decide upon the approval status of the inservice teacher education program(s). He may:
   a. approve a program for a five-year period, thus qualifying graduates of the program for the APC
   b. deny approval of a program which has not met appropriate standards and criteria.
6. The State Superintendent of Schools will communicate his decision to the local superintendent of schools with appropriate commendations and recommendations.

CRITERIA AND STANDARDS FOR STATE EVALUATION OF PLANNED PROGRAMS OF INSERVICE EXPERIENCES LEADING TO COMPLETION OF COURSE REQUIREMENTS LEADING TO THE ADVANCED PROFESSIONAL CERTIFICATE (APC)

Following the pattern of the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification criteria for evaluation, these standards will relate to Purposes and Objectives, Organization and Administration, Facilities and Instructional Materials, and Curriculum. These statements are intended to describe minimal standards in order that unique and appropriate programs of inservice teacher education may be developed in varying settings.

STANDARD I PURPOSES AND OBJECTIVES

1.10 Program purposes and objectives should be:

1.11 stated in explicit terms

1.12 known to faculty and students in the program

1.13 applied in the program

1.14 achieved in and through the total program

1.15 revised periodically by faculty, students,

school personnel, and appropriate representatives of various segments of the community to reflect:

(1) recent research

(2) trends in teaching

(3) identified weaknesses in the program

1.16 developed on a long-range basis and designed to bring about program review and revision

1.17 subjected to a plan of program evaluation.

1.20 The program offerings in teacher education should be developed according to the scope of the program and should show whether the program is for nursery, kindergarten, elementary, secondary, some major fields of secondary education, or for all classroom teachers.

1.30 Each program should identify specific teacher competencies to which the program is addressed, the ways in which these will be assessed, and how the curricular delivery system supports the program objectives.

STANDARD II ORGANIZATION AND ADMINISTRATION

2.1 The chief administrative officer of the inservice program should be identified and have responsibility for the design, operation, and governance of the program.

2.2 A statement should be available concerning procedures to be followed in making decisions.

2.3 Evidence of the organizational structure should be available.

2.4 Individual and collective responsibilities should be defined and channels of communication should be established for carrying out the objectives and the program.

2.5 Evidence should be available concerning preparation, experience, and other factors relating to the competence of the faculty of the program.

2.6 Evidence should be available concerning the evaluation of faculty effectiveness.

2.7 Procedures should be established for formal and informal communication among the administration, faculty, and students.

2.8 Financial policies concerning the program should be available.

STANDARD III INSTRUCTIONAL STAFF OF THE INSERVICE PROGRAM

3.1 The instructional staff should have the competence in the fields to which they are assigned as indicated by appropriate experience and advanced degrees.

3.2 The instructional staff should have demonstrated their ability to work effectively with classroom teachers for the improvement of the teacher's classroom performance.

3.3 There should be evidence that the instructional staff are growing professionally through a number of appropriate and current activities.

3.4 There should be evidence of a systematic evaluation of the quality of instruction.

STANDARD IV FACILITIES AND INSTRUCTIONAL MATERIALS

4.10 The LEA has and uses adequate facilities which contribute to the achievement of its objectives.

4.20 The facilities provide for a range of experiences of special significance to the particular inservice teacher education program(s) being offered.

4.21 Media learning centers should be stocked with a range of print and non-print materials and have necessary space and equipment, as well as services from a specialist accessible to the instructional staff and students in the program(s).

4.22 An instructional materials service which provides for circulation of school system holdings to the instructional staff and students in the program(s) should be available.

4.23 Classrooms and laboratories necessary to accomplish the objectives of the program(s) should be available and adequately equipped and staffed.

STANDARD V CURRICULUM

5.1 The content of the program should provide for a planned sequence of substantive experiences with appropriate options to meet individual needs.

5.2 Learning experiences should be appropriate to improve the specific teacher competencies identified in the program.

5.3 The program should encourage individualization of the student's program while providing a range of studies and experiences.

5.4 The content should provide for breadth and depth in the teacher's field with detailed study of one or more specialized aspects of the field, and access to new research and developments.

5.5 The program should provide an in-depth study of the analysis of teaching behavior with a view toward improving the teacher's classroom performance.

5.6 The program should provide experiences that foster continuous growth in those human qualities of the teacher that will enhance learning by his students.

These experiences should be designed to help the teacher develop awareness of student's sex differences and varying economic, social, racial and ethnic backgrounds.

5.7 The program should provide for a planned program of field experiences in which the teacher tests concepts and procedures in his/her own classroom, reports the results to the instructional staff, and attempts to modify teaching behavior based upon a blend of research and practical application.

5.8 The level of academic rigor should be appropriate to meet the practical needs of teachers and to meet quality expectations usually contained in advanced programs.

STANDARD VI EVALUATION

6.1 Procedures to evaluate the instructional needs of those who will be students should be apparent in the program.

6.2 Specific procedures to evaluate the effectiveness of the instructional staff should be available.

6.3 Procedures should be available which attempt to determine the appropriateness and usefulness of the program offerings for the purpose of the improvement of teacher's classroom performance.